



PACE Academy Trust

Safeguarding and Wellbeing Curriculum Policy

(Including Relationship and Sex Education, Drug Education, Mental Health and Safeguarding)

Article 28

Every child has the right to an education, which must develop each child's personality, talents, and abilities to the full.

Article 29

Education must develop respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31

Every child has the right to relax, play, and take part in a wide range of cultural and artistic activities.

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Safeguarding and Wellbeing Curriculum Policy

Introduction:

At the heart of our approach to the is the belief that every child deserves the knowledge and skills to make informed, ethical decisions about their wellbeing, health, and relationships. Our curriculum, grounded in the UNICEF Rights of the Child, is designed to equip pupils for the challenges of adult life, nurturing their moral, social, mental, and physical development.

Through high-quality teaching, we aim to foster resilience, self-worth, honesty, integrity, courage, kindness, and trustworthiness. We are committed to empowering young people to recognise risks, prevent harm, and thrive as responsible members of society.

Our policy is directly informed by key UNICEF articles:

- **Article 3:** The best interests of the child are paramount in all actions concerning children.
- **Article 13:** Every child has the right to freely express their thoughts and opinions and to access information within the bounds of the law.
- **Article 19:** Children must be protected from all forms of physical or mental harm.
- **Article 28:** Every child has the right to an education that fully develops their personality, talents and abilities.
- **Article 29:** Education must cultivate respect for human rights, diverse cultures, and the environment.

Legislation:

Our duties are set out in legislation and detailed in the Relationships Education, Relationships and Sex Education and Health Education statutory guidance, which can be accessed through the following link: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

This document summarises the key content and approaches detailed within our safeguarding and wellbeing curriculum across PACE Academy Trust. It should be used alongside the year group knowledge and skills documents and the overview of the curriculum. Our curriculum aligns with Keeping Children Safe in Education and aims to teach pupils wellbeing and safety skills relevant to today's world.

Aims and Objectives:

Our safeguarding and wellbeing curriculum is designed to empower every child to keep themselves safe and to flourish as healthy, independent and responsible members of society. Across PACE Academy Trust, we are committed to nurturing each pupil's spiritual, moral, social, and cultural development, preparing them for the opportunities and responsibilities of life.

Our objectives in the teaching of safeguarding and wellbeing are for all our children:

- Develop strong self-confidence and self-esteem, fostering a positive sense of self-worth.
- Show respect for others, embracing diversity and valuing differences within their communities.
- Understand the foundations of healthy, positive relationships with others.
- Gain knowledge of what constitutes a healthy lifestyle, including physical and mental wellbeing.

- Recognise the importance of looking after their mental health and seeking support when needed.
- Be aware of safety issues and risks, including those encountered online and know how to respond appropriately.
- Act as thoughtful, responsible members of their school and wider community.
- Be equipped for puberty, understand sexual development, and recognise the importance of personal hygiene.

This approach ensures that all pupils are prepared not only to keep themselves safe but also to thrive as compassionate, resilient, and engaged citizens.

Linked Policies and Documents:

- Safeguarding and Wellbeing Curriculum and Planning Document
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying and Anti-Discrimination Policy
- Equality Objectives and Statement
- Social Media and Online Safety Policy

Teaching and Learning:

We aim to provide a safe and secure learning environment that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident, and successful adults. We organise lessons in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour and share their own thoughts and opinions in a safe space. We promote the needs and interests of all pupils, irrespective of gender, culture or background and always consider the children's age, ability, and readiness.

Early Years Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning, therefore an integral aspect of daily planning, teaching, and learning. Planning is child-led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Our safeguarding and wellbeing curriculum starts from EYFS and gives children the necessary building blocks to prepare them for life. The key learning within our curriculum can be tracked through and builds upon prior knowledge, revisiting where necessary.

Curriculum Planning

The safeguarding and wellbeing curriculum is provided by class teachers through designated curriculum time and school assemblies, ensuring that there is a development of knowledge and skills across all key stages, as well as a cohesiveness within the school community.

We believe that learning about wellbeing and safeguarding cannot be rushed or condensed into short, isolated slots. Wherever possible, lessons are given protected time within the school timetable to allow for deep discussion, reflection, and questioning. This enables children to process new vocabulary and ideas, explore their thoughts and feelings in a safe space, and listen respectfully to the views of their peers. By dedicating sufficient time to these sessions, we support meaningful conversations that help children build understanding, empathy, and the confidence to speak up. This approach ensures that all pupils have the opportunity to fully engage with these important topics and feel heard, valued, and supported.

We recognise that children have a right to feel safe, heard, and supported. Our curriculum is designed to empower all children to ask questions, explore new ideas, and participate in thought-provoking, age-appropriate learning experiences.

Carefully selected book recommendations for reading with the class are included for all year groups and across all the curriculum themes. There is a clearly tracked progression of knowledge across the year groups, including Early Years.

There are five main curriculum themes that run through the safeguarding and wellbeing curriculum. These are:

- Physical and Mental Health
- Relationships
- Online Safety including Artificial Intelligence and Online Safety
- Safeguarding (including categories of child protection)
- Citizenship

We have a duty to teach these subjects under the United Nations Convention on the Rights of the Child (UNCRC), helping every child understand their rights to safety, wellbeing, and respect. Through these lessons, we aim to give children the knowledge, skills, and vocabulary they need to navigate risks, speak up, and keep themselves and others safe.

We understand that some content may be unfamiliar or challenging, and that lessons may touch upon sensitive or potentially uncomfortable subjects. We approach these topics thoughtfully, ensuring they are discussed in a safe, supportive, and respectful environment. Staff are trained to handle children's questions sensitively, acknowledge their feelings, and provide honest, clear, and age-appropriate responses.

There are also specific extra-curricular activities and events to promote safeguarding and wellbeing across the whole school. These include Children's Mental Health Week, Odd Socks Day, Anti-Bullying Week and Keeping Safe Week. We also offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Across PACE, we introduce children to content in a way that does not cause unreasonable alarm but does not normalise risky behaviours or activities. Our teaching is age appropriate and respectful of all children, including

those who may have no familiarity with the topics under discussion. We follow the statutory guidance laid out in Keeping Children Safe in Education and Relationships Education, Sex Education and Health Education. We always share relevant materials with parents and carers on request.

While the class teacher typically plans and delivers safeguarding and wellbeing sessions, outside agencies, charities and other professionals may also contribute to and enrich these lessons. We will make sure that any agency and any materials used is appropriate and in line with our legal duties around political impartiality.

Language

Language is incredibly important and highlighted throughout the yearly safeguarding and wellbeing curriculum plans. This includes the language taught as part of Relationships and Sex Education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will always be used for teaching.

Assessment

Our teachers assess the children's learning by making informal judgements, as they observe and listen to them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

Supporting children with Special Educational Needs and Disabilities

As far as possible, pupils with special educational needs should follow the same programme as all other pupils. Careful consideration is given concerning the adaptations needed and in some cases the content or delivery will have to be adapted. Teachers and support assistants work with individual pupils where required, and if appropriate. Children within our specialist provision at Chipstead Valley may have specially adapted lessons, based on their age and individual needs.

Schools have a duty under the Equality Act of 2010 to ensure that teaching is accessible to all children and young people. We believe that the safeguarding and wellbeing curriculum should include age-appropriate teaching about different types of relationships. At a primary school level, we are required to ensure that 'all teaching is sensitive and age appropriate in approach and content'. In doing so, we actively promote diversity by celebrating a range of family structures, cultures, faiths, identities, and backgrounds, helping every child feel valued and respected.

Safeguarding Themes

As part of our safeguarding and wellbeing curriculum, we teach children about a range of specific safeguarding issues to help them recognise risks, understand how to keep safe, and know when and how to seek help. We have chosen to use the correct terminology around recognised topics of safeguarding to ensure children have the language they need to keep safe. The areas covered align with statutory guidance as outlined in *Keeping Children Safe in Education (KCSIE)*, our Safeguarding and Child Protection Policy and other relevant legislation. These are:

- **Types of Abuse** – *Recognising physical, emotional, sexual abuse and neglect*

- **Online Safety** – *Understanding risks and staying safe online*
- **Child Sexual Exploitation / Risk of Exploitation** – *Recognising manipulation, grooming and inappropriate relationships*
- **Domestic Abuse** – *Understanding the impact of violence or coercive control at home*
- **Female Genital Mutilation**– *Awareness of illegal practices affecting girls’ bodies*
- **Forced Marriage & Honour-Based Violence** – *Understanding coercion and culturally linked abuse*
- **Substance Misuse & County Lines** – *Recognising the risks of drugs, exploitation and criminal activity*
- **Gang Activity & Knife Crime** – *Understanding peer pressure, violence and staying safe*
- **Child-on-Child Abuse** – *Recognising abuse between children, including bullying and harmful behaviour*
- **Prevent & Radicalisation** – *Building resilience to extremist beliefs and ideologies*

Confidentiality and Safeguarding Issues

Discussions during sessions on the safeguarding and wellbeing curriculum may prompt a pupil to make a disclosure about related incidents. If a member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, they should talk to a Designated Safeguarding Lead. All safeguarding policies and procedures will be followed. All staff are familiar with the policy and complete safeguarding training annually with additional regular updates.

Monitoring and Review:

The planning and co-ordination of the teaching of the safeguarding and wellbeing curriculum is the responsibility of the subject leaders, who ensure the curriculum is delivered effectively and remains up to date. Senior Leadership Team (SLT) members hold overall accountability for monitoring and quality assuring the implementation of the Safeguarding and Wellbeing Education curriculum across the school, ensuring it aligns with statutory guidance and supports pupils’ safety and wellbeing by:

- Supporting colleagues in their teaching, by keeping informed about current developments in the subject, and by providing leadership, support and guidance for Wellbeing.
- Providing training opportunities for teachers around the teaching of wellbeing and safeguarding and have the confidence and knowledge to explicitly teach themes that can be more challenging
- Monitoring the quality of Wellbeing teaching through drop ins, gaining pupil voice and other evidence including floor books. Good practice is shared to ensure consistency and high-quality teaching is taking place within the subject.
- Ensuring teachers have resources available to support the SWE curriculum.
- Staying informed or terminology and of emerging risks to ensure the curriculum remains responsive and relevant.

Appendix 1

Relationships Education, Sex Education and Health Education (RSHE) Policy

Definition

- RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of sharing information and exploring issues and values.
- RSHE is not about the promotion of sexual activity.

Aims

The aims of relationships, sex education and health education (RSEH) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Relationships Education

The focus for **Relationships Education** within primary schools is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. The curriculum (which can be found within the RSE guidance [Relationships Education, Relationships and Sex Education and Health Education guidance](#)) covers the following areas:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

These areas of learning are taught through our safeguarding and wellbeing curriculum and within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQAI+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Sex Education

Although **Sex Education** is not compulsory in primary schools, across PACE Academy Trust we have decided that it is an important part of the curriculum and teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body

as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We also cover human reproduction in line with the factual description of conception in the science curriculum.

Health Education

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. The health and wellbeing curriculum content (described in the DfE's RSHE guidance) has been integrated throughout the PACE safeguarding and wellbeing curriculum.

Relationships, Sex and Health Education (RSHE) should be anchored in an understanding of positive relationships but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. Our teaching focuses on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Organisation, planning and delivery

RSHE is delivered through our safeguarding and wellbeing lessons (our PSHE curriculum). Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE) and computing.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

A variety of interactive teaching approaches are used including videos, discussions, case studies, drama, and role-play. RSE is usually taught in mixed gender groups, though sometimes single gender groups are used when they better suit the topic or situation.

Details of the curriculum can be found in the safeguarding and wellbeing curriculum plans and overviews on the school website.

PACE Academy Trust will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

Answering Difficult Questions

We acknowledge that sensitive and potentially difficult issues may arise in RSE as children share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the school's aims and curriculum for RSE. As a first principle, we will answer questions relating to the taught and planned

curriculum for the age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group in a sensitive and age-appropriate way.

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later, or guidance will be given referencing future learning. We believe that individual teachers must use their skills and discretion in these situations and refer to the subject leader or safeguarding lead if concerned. Classroom question boxes may be used as a distancing technique for children to pose anonymous questions.

The Role of Parents

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. We are aware that the primary role in providing children with Relationships Education and Sex Education lies with parents and carers. In keeping with the ethos of our trust, we seek to build positive and supporting relationships with parents through mutual understanding, trust and co-operation. In promoting this value, we:

- Inform parents about the school's RSE curriculum and year group coverage
- Answer any questions parents may have about the education of their child
- Take seriously any issue that a parent/carer may raise about this policy or the arrangements for RSE in school
- Inform parents of the SRE teaching before it commences so that parents can be prepared for questions at home once the teaching has begun.

Parents' Right to Withdraw their Child

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any request for withdrawal of a child from sex education, it is good practice for the headteacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.

Appendix 2

Drug, Alcohol and Tobacco Education Policy

Introduction

Drug use and misuse have become increasingly common in our society. PACE Academy Trust recognises the need to prepare and equip young people for life in a society where they may encounter drug use, including the use of vapes, helium canisters, and other substances. The school must also be ready and able to respond appropriately to the broad range of drug-related situations and incidents that may occur in the lives of our pupils and the wider school community.

It is vital that we send a clear and consistent message to all members of the school community that the possession, use, or supply of illegal or unauthorised drugs, including vapes and helium, is unacceptable. However, if an incident involving drugs or other substances does occur, the school's first concern will always be for the health, safety, and wellbeing of those involved. Meeting the pastoral and medical needs of pupils will take priority in the first instance. Accordingly, administering first aid and summoning appropriate medical support will always come before any consideration of disciplinary or other follow-up actions.

This policy applies to staff, pupils, parent and carers, governors and partner agencies working within the school.

Any incident that occurs off school premises while on school business, including school visits, should also be handled with reference to the school's drugs policy and using the Merton and Croydon Serious Incident Procedure.

Aims of Drug, Alcohol and Tobacco Education

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. There are three documents to support schools in the teaching and learning of drugs education:

- Department for Education and the Association of Chief Police Officers –Advice for Schools 2012
- Keeping Children Safe in Education
- Relationships Education and Sex Education

Objectives of Drug, Alcohol and Tobacco Education

1. To increase pupils' knowledge and understanding and clarify misconceptions about:
 - The short-term and long-term effects and risks of drugs.
 - The rules and laws relating to drugs.
 - The impact of drugs on individuals, families, and communities.
 - The prevalence and acceptability of drug use among peers.
 - The complex moral, social, emotional, and political issues surrounding drugs.
2. To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:
 - Assessing, avoiding and managing risk.
 - Communicating effectively.
 - Resisting pressures.

- Finding information help and advice.
 - Devising problem solving and coping strategies.
 - Developing self-awareness and self-esteem.
3. To enable pupils to explore their own and other people's attitudes towards drugs, drug use, and drug users, including challenging stereotypes, and exploring media and social influences.

Organisation, planning and delivery

Drugs education form part of the PACE safeguarding and wellbeing curriculum. Teachers will guide teaching and learning in this area, however when appropriate the use of outside agencies will be considered.

Management of drugs at school

Please refer to the PACE Academy Trust **Medical Needs Policy** for guidance on the use of medicines in school.

Drug related incidents in school

Each incident will be considered on its own merits and the following priorities will be considered:

- The immediate health and safety of all members of the school community
- Supportive responses to any individuals or groups within the school who need them, as highlighted by the incident
- Consequences in line with the behaviour policy of the school
- Review drugs policy if current protocols were found to be inadequate

Smoking and Vaping

PACE Schools are smoke-free schools; this includes all buildings, and all grounds and vehicles. The policy applies to all staff, pupils, parents, and visitors.

Alcohol

Consumption of alcohol is not permitted on school premises during the school day, but small amounts of alcohol may, in exceptional circumstances, be provided for adults at after school events when there are no children present on the premises. This is at the headteacher's discretion. Generally, alcohol should not be stored on the school premises. In circumstances, such as the collection of alcohol for a school PTA event, it will be stored securely and removed from the premises as soon as possible.

Volatile Substances

All products containing volatile substances such as cleaning materials, stationery, etc. will be locked away securely out of the way of pupils when not in use.

Pupil Intoxication

In the event of a pupil being intoxicated by drugs, alcohol or volatile substances on the school premises the welfare of the pupil is our principle concern. This means that administering first aid and summoning the emergency services will be the first priority should there be need to do so. In cases of unconsciousness an ambulance should always be called and the pupil moved into the recovery position. Parents should also be notified provided this is in the best interests of the child.

In cases of intoxication that do not pose an immediate danger to the pupil or others (for example minimal intoxication from alcohol or cannabis), and provided that it does not conflict with the best interests of the pupil, parents will be notified and asked to come into school to collect their child.

A safeguarding referral will be made immediately, in line with the PACE Safeguarding Policy.

Discovery of drugs or paraphernalia, including needles

If illegal drugs are found in school the police must always be informed. They will then arrange for appropriate disposal of any substances and will decide if any legal action is to be taken.

For syringes/needles which constitute a hazard to health and safety when found on or around school grounds: the item must not be touched or moved; all children should be removed completely from the vicinity and the syringe/needle should be cordoned off as well as you are able (e.g. placing a bucket over the item). A member of staff should guard the item to prevent anybody coming into contact with it. Staff should not under any circumstances attempt to dispose of the item themselves. It will then be arranged for the caretaker to remove the item and place it in a 'sharps' box. If such drug paraphernalia is repeatedly found on school grounds the police should be informed.

Intoxicated Parents/Carers

When dealing with parents/carers under the influence of drugs on school premises, staff should attempt to maintain a calm atmosphere. On occasion, a teacher may have concerns about discharging a pupil into the care of a parent/carer. In such instances, schools might wish to discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home. The focus for staff will always be the maintenance of the child's welfare, as opposed to the moderation of the parent's/carer's behaviour.

Where the behaviour of a parent/carer under the influence of drugs repeatedly places a child at risk or the parent/carer becomes abusive or violent, staff will consider whether a safeguarding referral is necessary and/or the involvement of the police.

Involving Parents

Parents will always be informed of any incidents involving drugs, alcohol, tobacco, and volatile substances, if this is in the best interests of the child.

Pupil Disclosure

Guidance on pupil disclosure is detailed in the school's Safeguarding and Child Protection Policy.

Involving the Police

The police will always need to be involved in any incidents involving illegal drugs. They will take responsibility for disposal of such substances. The police will not normally need to be involved in incidents involving legal drugs such as alcohol, tobacco, and volatile substances but the school may wish to inform Croydon Trading Standards about the inappropriate sale or supply of tobacco or alcohol to pupils in the local area.

